

A CEAL Libraries Self-Study

levels of E-Resource Affordability

CEAL CCM eForum on Chinese Digital Content
Toronto, ON, Canada, March 14, 2012

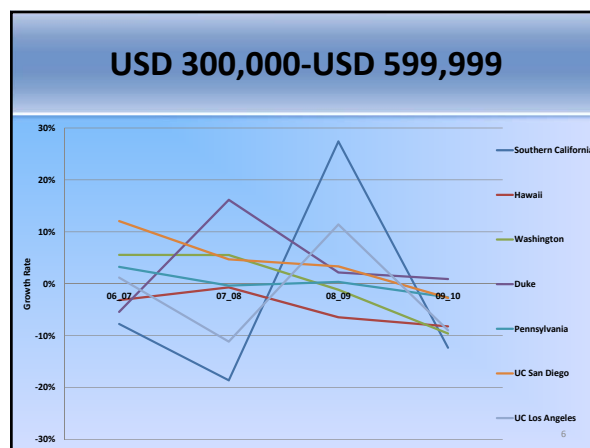
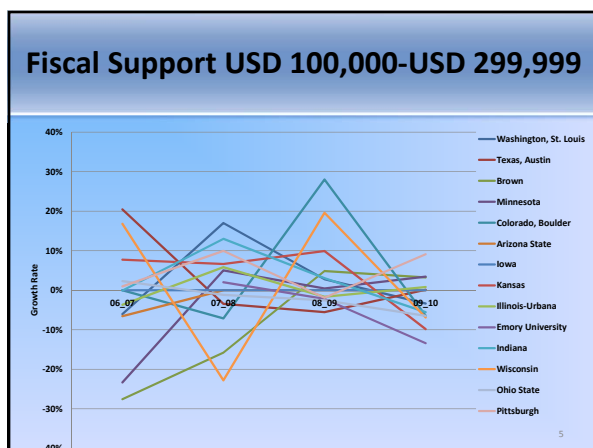
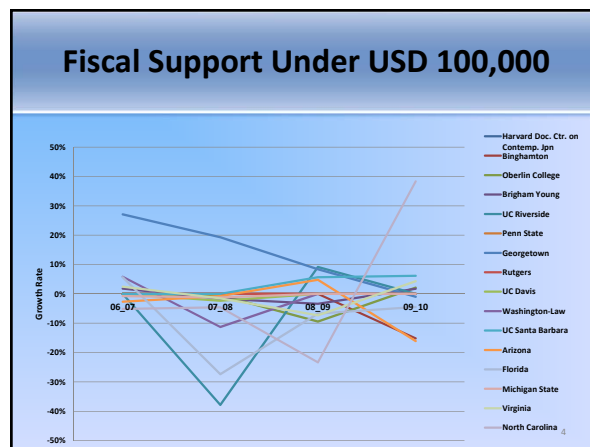
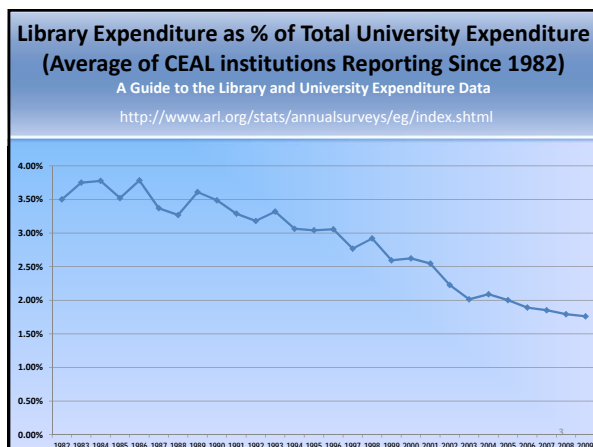
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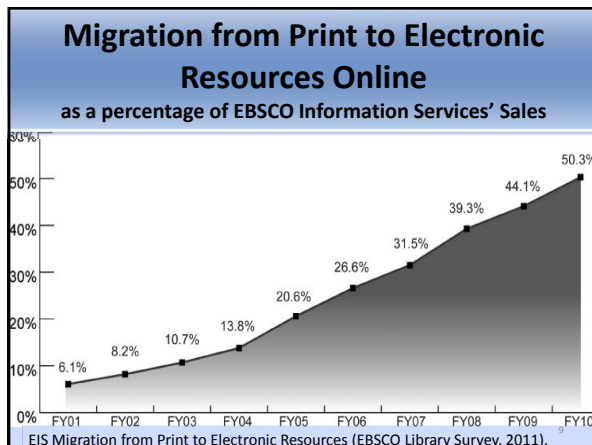
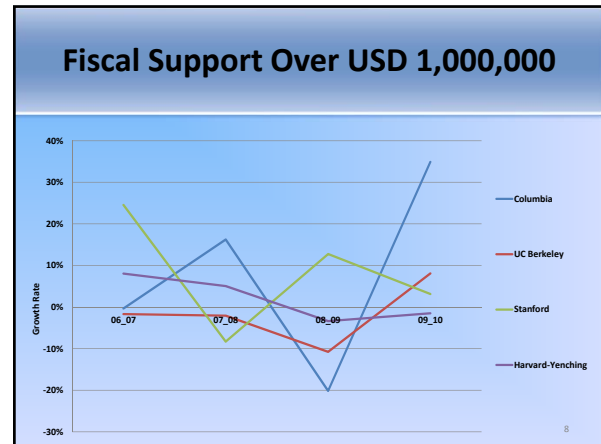
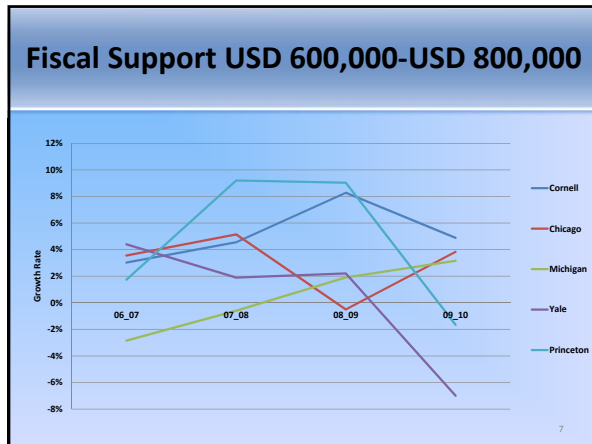
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Trends in the Environment

- Economic downturn, budgets are flat or reduced level
 - ARL libraries budgets decline as % of university budgets
- E-books and e-resources will continue to grow, and usage will increase (including reading devices)
 - e-textbooks
 - eDDA (Demand Driven Acquisition)
 - Multiple ways to access online
- Much E-resource pricing is a mystery.

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- ### Variable Price My\$tery
- Disadvantage when working with budget and special funds
 - Prolongs bargaining period and requires special skills
 - Although some prefer secret pricing to gain a favorable deal.

- ### Purposes
1. Reveal CEAL libraries purchase power
 2. Aid in E-resource negotiations
 3. Provide data for decision making
 4. Promote CEAL purchase tiers

Hypothesis



CEAL libraries should pay in proportion to their resources.

Some Existing Pricing Models

1. Fixed price (number of payments)
2. Number of simultaneous users
3. User Type
4. IP Range or number of workstations
5. Usage
6. Unit cost
7. Consortium /Group

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JSTOR Classifications

- Classifies colleges and universities according to their size and mission
- Incorporates [Carnegie Classifications](#) that are well accepted
- Full-time enrollments (FTE)

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JSTOR Classifications

source: <http://about.jstor.org/participate-jstor/libraries/us-classifications>

1. Very Large
2. Large
3. Medium
4. Small
5. Very Small

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The Carnegie Classification of Institutions of Higher Education

- <http://classifications.carnegiefoundation.org/>
- The Carnegie Commission on Higher Education (卡内基高等教育委员会) developed a classification of colleges and universities
- 1973, 1976, 1987, 1994, 2000, 2005, and **2010**.

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Bibliography of Asian Studies

source: <http://www.asian-studies.org/bas-fees.htm>

Price Categories

- **Large, \$1,320** Research I, II, or Doctoral I
- **Medium, \$990** Doctoral II, Masters I, or II institutions
- **Small, \$770** Bachelors I and Bachelors II
- **Very Small \$550.** Master's I, II, Bachelors I, II colleges with FTE enrollments below 1,000 are classified as "Very Small."

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China Data Online

source: <http://chinadatacenter.org/Data/ServiceContent.aspx?id=58>

Online Database	Annual Fee	Notes
Statistical Data Online	\$2,980	FTE>8000
	\$2,560	FTE: 6000-8000
	\$1,900	FTE: 4000-6000
	\$1,280	FTE<4000
Census Data Online	\$3,400	Subscription to Statistical Database required

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A Data-based Study

- Data obtained from CEAL Statistics 2007-2011 fiscal support, e-resource expenditure, and 2010 Carnegie Classification.
- Data variables are weighted to observe their effect on other variables

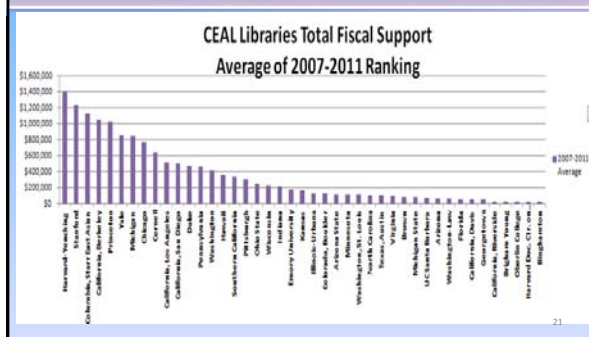


Methodology

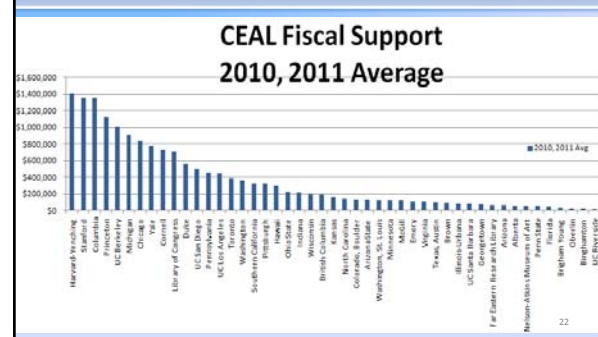
1. CEAL 5-yr Fiscal Support (2007-11); 2- yr Fiscal Support (2010-11)
2. CEAL CJK database holdings and expenditures
3. Carnegie Classification & CEAL fiscal support
4. CEAL Libraries levels of purchase power

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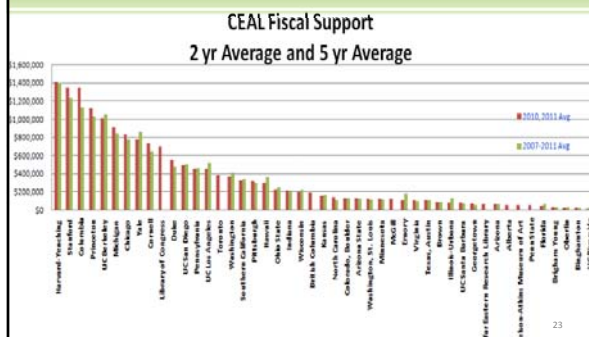
CEAL 5 Year Fiscal Support Average 2007-2011



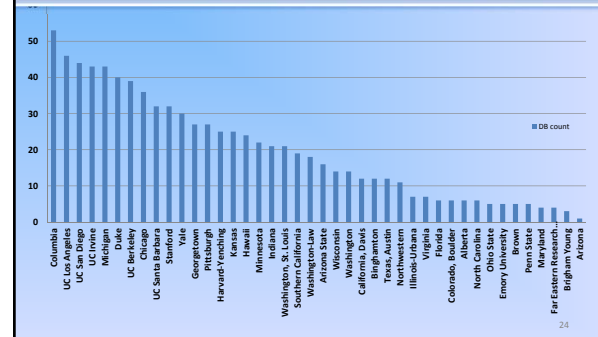
CEAL 2 Year Fiscal Support 2010, 2011 Average

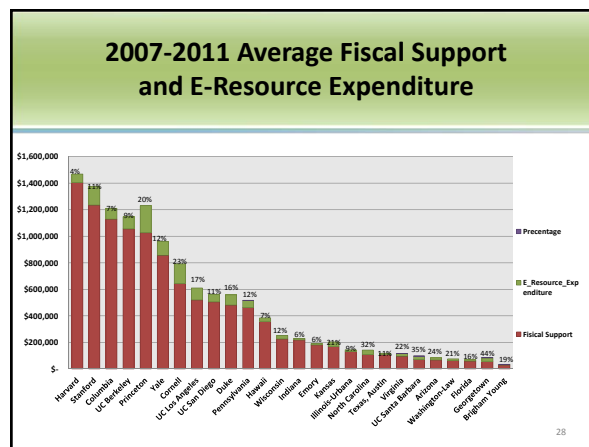
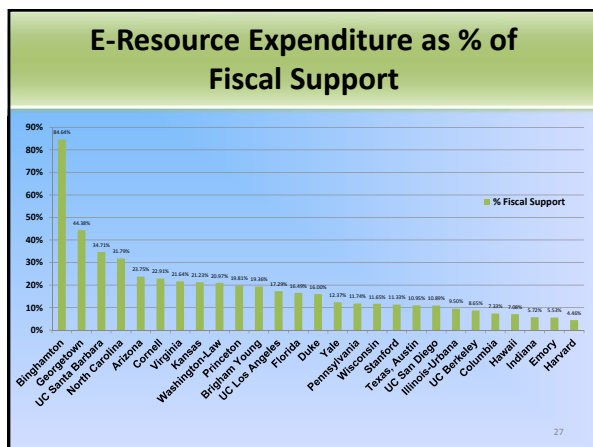
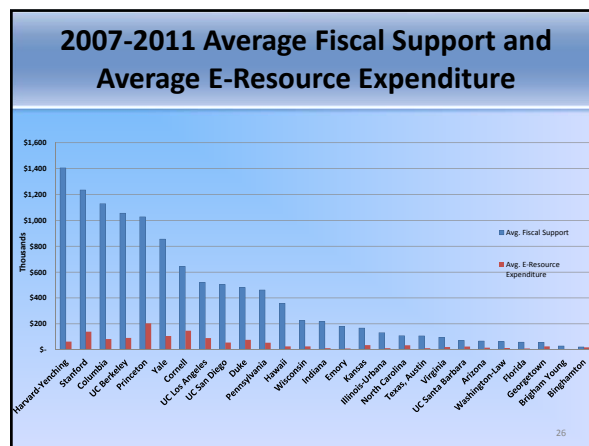
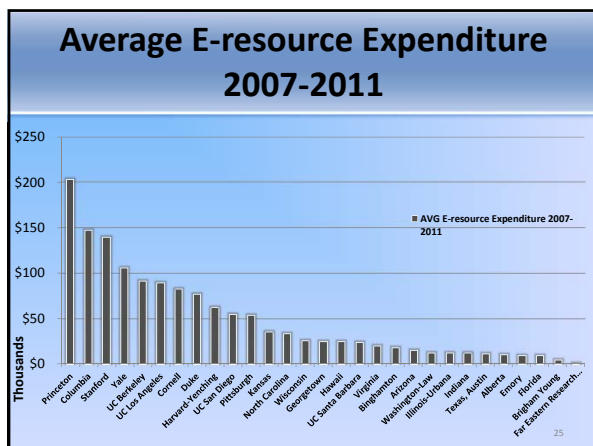


CEAL Fiscal Support 2 yr Average and 5 yr Average



E-Resource Database Holdings Between 2007 and 2011





Fiscal Support and E-Resource Expenditure Correlations

		Five years Total Fiscal Support	Five years E-Resource expenditure
Fiscal support	Pearson Correlation	1	.775**
	Sig. (1-tailed)		.000
	N	27	27
E_resource_expenditure	Pearson Correlation	.775**	1
	Sig. (1-tailed)	.000	
	N	27	27

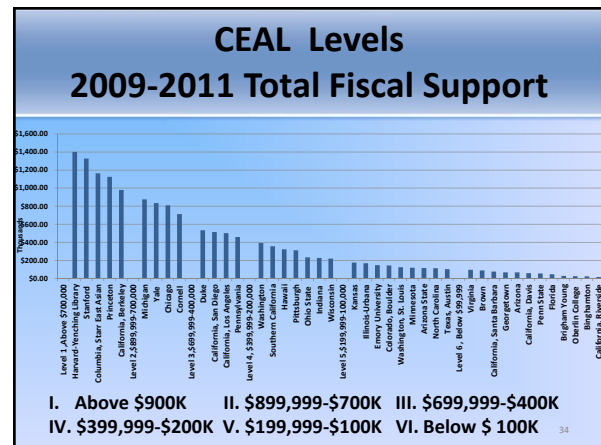
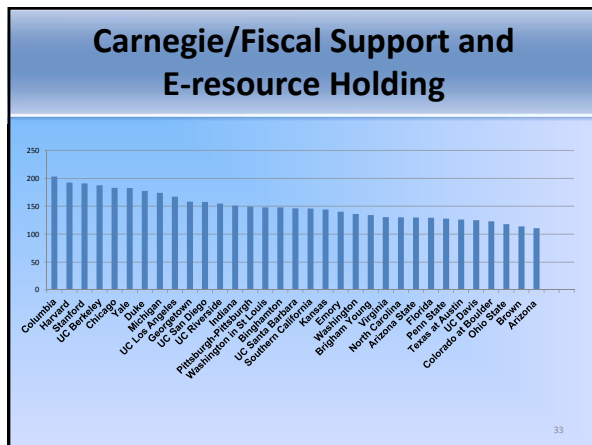
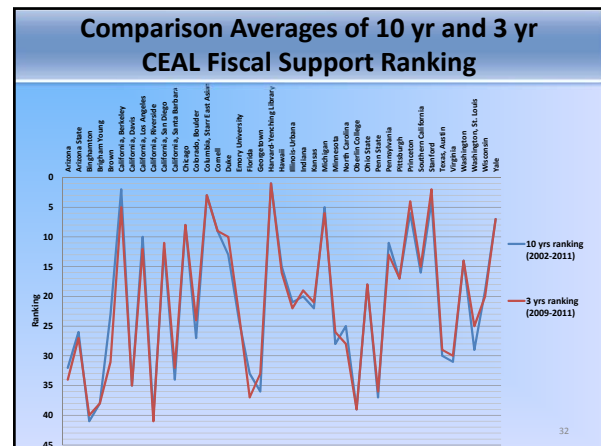
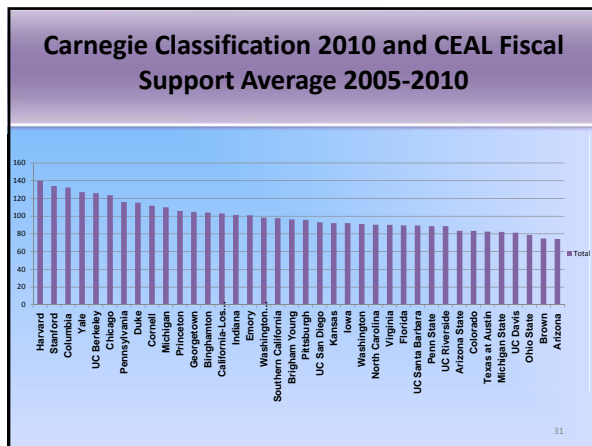
** . Correlation is significant at the 0.01 level (1-tailed).

Carnegie Classifications

Four variables were selected from the CC data

- BASIC_2010** 2010 Basic Classification
- SIZE_SET_2010** 2010 Size and Setting Classification
- ENR_PROFILE_2010** 2010 Enrollment Profile Classification
- CCIP_GRAD** Graduate Instructional Program Classification

CONTROL; Control of institution (Integrated Postsecondary Education Data system (IPEDS))



Conclusions

- No Classification can be perfectly neutral or objective
- CEAL libraries need to develop e-resource collection development strategies
- Publishers must move away from “business as usual” and “big deals”
- Vendors need to be flexible in pricing structures
- Libraries need to level the playing field by working out an “equally affordable” plan for all members.

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